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Rural Ready

Deanna Hart
Portland State University

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Introduction: How did I get here?

“Wherever you go, there you are.” I love this phrase. It means a lot to me. I think it started with being the child in a hosting family growing up. We had exchange students in our house most years in year long exchanges. I was always so excited to have the exchange students stay with us. I volunteered my room, moving my dresser to the hallway and sleeping on the couch. It was so worth it to me because I got to know people from different cultures and they were part of our family. Their look at our home, our community, our local resources and sights made it all fresh again to me. Every year we would give them the grand tour of Oregon, though generally just western Oregon, and every time it was fun because we got to see their reactions to it. They brought themselves to our family, sharing their holiday traditions, their insights, their personalities. They were far from their homes. They were growing up and finding themselves. They were a delight. It was exciting and I wanted to be like them.

When I came of age, I applied to be an exchange student. However, we made the mistake of sending the application to our local state representative and not the local exchange program representative. Oops, we ended up missing the deadline once we realized the mistake. Lucky me, we arranged for me to live in Georgia for a year with my Aunt and Uncle and Cousin. It was so different, living in a small Airforce town in middle Georgia. The resources, opportunities, limitations, the household’s culture (even though we’re related), local etiquette, local dialects, weather, racial demographics, the economy, the role of religion, these things were all different down there. It was also my first year of high school, first time being in public school, first time on a school bus, first time I moved. There was a lot to adapt to and very little familiarity to hang

on to. I realized in this experience that I am resilient, brave, and adaptive. It made me stop assuming that our country is just like Portland. It gave me a craving and interest in seeing how different other places are in our country.

That craving and curiosity stayed with me. When I was 24, my boyfriend went to southeast Asia to explore the world. I broke up with him and traveled the U.S. instead. I sold or gave away most all of my things and traveled with all I needed to settle down somewhere. Driving from state to state in my pickup truck, I spent time in the towns and cities to find out what they're like. Each time I was still blown away by the variety of strengths, cultures, and circumstances. I was tempted to settle down in so many places. It was overwhelming, the sense that there is so much variety, so much to explore, so many possibilities, and so little I had known about places before going there in person. After a year, I returned here, enrolled in Portland State University, fell in love with the Business School, and am now about the complete a Bachelors in Business Management and Leadership. Maybe more importantly, I added the Certificate in Social Innovation and Social Entrepreneurship where I am learning to address social problems I care about. I learned to use human-centered and collaborative design. I started with hoping to create a business model that would help relieve the urban housing crisis while bringing human resources to rural Oregon and reforesting latent agricultural land. What I found was a divide. I became obsessed with understanding my home state and the relationship between the east and west of it.

Concerned by the polarizing political and cultural issues in our state, wanting to find models that bridge these divides, I was so extremely happy to see there is a program out there

that brings our youth into the solution. The 4-H Urban-Rural Exchange brings middle schoolers across the divide on short but immersive trips, staying with host families, living like they do. I saw in the documentary the demand for more, more time to make a deeper impact. I started developing the concept of a high school age program where students can spend a school year immersed in a community completely different from their own, attending their schools, walking in their shoes. I started with interviewing parents of high schoolers in the Portland area and surveying high school students to gauge interest and identify concerns, wants, and needs. The potential was there and the program design started to take shape.

I contacted 4-H to learn from their program. Several 4-H professionals have been engaging with me, giving me opportunities to get involved, learn about 4-H, and collaboratively design a new program. Stephen Rosenstock is a longtime executive board member and former vice president in Washington County. I have known for five and a half years. He was the first to tell me how wonderful 4-H is. He invited me into it, insisting that 4-H is a wonderful organization. Courtney Lobo, the 4-H Education Program Assistant for my county of Multnomah County, enthusiastically brought me in to interview her for hours about how the Urban-Rural Exchange works from the urban side. She then put me to work as a chaperone to rural Oregon this spring. Amy Durby, the 4-H County Agent for Wheeler County, gave me my first rural perspective on both the existing Urban-Rural Exchange and on the Rural Ready concept as a 4-H County Agent. Particularly important is her knowledge of what county agents do in the exchanges, how they work with the rural communities, and how to go about introducing new programs in those communities. Then there's Maureen Hosty, Faculty in Multnomah County and a founder of the

Urban-Rural Exchange. She has given me so much history about the program. She brings me into student and parent orientations, gave me the lovely opportunity to be the tour guide for the rural visitors, and keeps me involved. She is working with me as one of many collaborators in program design and is also working with me in applying for grants to launch a new program.

I absolutely love volunteering the the 4-H Urban-Rural Exchange. First with playing tour guide for the rural youth, we did an urban hike, covering several miles, seeing deer by OHSU, and riding the bus, streetcar, max, and sky tram to get views and experiences all over central Portland. Again, it reminded me of such fun with the foreign exchange students my family hosted when I was growing up. The rural youth brought that extra excitement and curiosity I love.

Chaperoning to rural Oregon, we got the other side of the experience. Again, the youth met with some nervousness a world different from their own, and had much to brag about from that experience. We had the honor of going to the homes of three ranch families to get to know them more and experience their wonderful hospitality. I learned everything I could from them in those conversations, gaining contacts and historical information, and importantly, I told them about the concept I have been developing. The message I heard across the board is that the concept is important, it's important to their communities. Testing the concept with them, altering and refining it, I have compiled their feedback, their hopes, their fears, their needs and wants. The problem and the solution are defined by these stakeholders and experts.

From September 2017 till May 2018, I interviewed and learned from the following stakeholders and collaborators:

Public School Administration

John Biers - David Douglas H.S. Principal
Linda Vancil - David Douglas H.S. Assistant Principal
Charlene Basine - Ron Russell Middle School Principal
Daye Stone - Hidden Valley Principal
Robert Waltenburg - Grant County ESD
Jennifer Boise - Spray School District Admin
Mike Carol - Mitchell Dorm Founder
Ed Knapp - Spray Dorm Parent

Rural Community Members

Participants in the 4-H Urban-Rural Exchange, the Milton Family (ranchers), Teacia, Terra and Family (exchange hosts/ranchers), Lacy and Family (exchange hosts/ranchers), Lotus, Trillo, and many more unnamed people including church goers, small business and restaurant owners, a teacher, a school counselor, a former dorm parent, children, teens, farmers and ranchers in the communities of Fossil, Spray, and Mitchell.

Urban Community Members

Participants in the 4-H Urban-Rural Exchange, Ryan, Justin, Brian, Lana, Samantha, Alex, Robert, Phyllis, Paul, Kevin, Amy (parent), Bridget (parent), Kath (parent), Ilima (parent), Jessica (parent), Domeka (parent), Emily (parent), and more from the Portland Metropolitan Area.

Organizations

Charlene Basine - Past President of East Portland Rotary
Amy Pearl - Founder of Hatch Oregon
Professors Jacen Green, Dr. David Gerbing, and more - Portland State University
Maureen Hosty, Courtney Lobo, Steve Rosenstock, and Amy Durby - 4-H OSU Ext
Ann Mitchell - Program Coordinator in Rural Development Initiatives
Regard to Rural Conference

Stakeholder Problem Definition:

A socio-political cultural divide in Oregon has polarized eastern and western Oregon. Urbanites do not perceive rural communities as welcoming places, as alternatives to urban stress and the housing crisis. Young people leave rural communities looking for opportunities in urban areas. This trend of unilateral migration to the metropolitan western side has been depleting rural Oregon of human resources, diversity, and growth. This leaves rural areas isolated from outside perspectives and influence. Some prefer that, wanting things to timelessly stay the same, resisting outside influences. However, as the world continues to change, rural communities struggle to stay relevant and understood.

Youth (and adults) in urban areas have little understanding of rural issues and culture. Western Oregon has stronger political representation. Without understanding the implications their votes have on the lives of rural Oregon, urbanites unintentionally harm rural communities. This deepens the divide and the animosity between eastern (rural) and western (metropolitan) Oregon. Youth, perhaps better than adults, could learn diplomatic skills and develop cross-cultural competencies to grow into better informed and more thoughtful voters in the future. Youth are also more easily welcomed into rural communities as people who are less threatening to the rural ways of life. However, there are no opportunities currently for long-term immersion for urban youth in rural communities outside of some little known school dorms.

School funding is based on enrollment numbers. Small rural schools struggle with serious funding issues due to low student populations, feeling often threatened with program cuts, staff cuts, or school closures. Some districts have relied on hosting exchange students in school dorms

to stabilize enrollment and funding while bring diversity into their classrooms and communities. Senate Bill 803 has ended the creation of new school dorms and is placing new limits on funding for foreign exchange students. Foreign exchange students in dorms will no longer count towards school enrollment numbers for school funding starting after June 2019. The threats of lost funding and diversity motivate these communities to seek a solution, an innovative way to bring diverse students to their communities. This saddens those who have been involved in the dorms, the schools, and the families in the community who host these exchange students over weekends and holidays.

These communities have sought help from Portland Public Schools to recruit domestic exchange students with the minimal response of one mass email. Their identified methods of recruiting domestic exchange students are insufficient. For instance, in Spray they use word of mouth, minimal information on school website, and fliers passed out once a year in Spray at the rodeo. These efforts have only amounted to 0-2 domestic exchange students in Spray dorms in the last three years. The communities in Spray and Mitchell fear that the dorms will not stay open without a new source of exchange students who are domestically sourced.

Resulting Program Design:

Rural Ready is a domestic exchange student recruitment program to bring western Oregon students into eastern Oregon schools and communities. The desired impact is an immersive cultural exchange resulting in a deeper understanding and diplomacy across the divide while stabilizing school funding and increased diversity to the benefit of the host schools and host communities. This domestic exchange program will fill in the gaps for each of the ten eastern Oregon school districts with small rural schools who are eager to develop domestic exchange student programs or who need to transition from foreign to domestic exchange student hosting. These gaps range from the minimum of student recruitment to existing school dorms to the maximum of the establishment and administration of a host family domestic exchange program.

Rural Ready is designed to serve the students, the school districts, and the communities. While the designing of this program is in collaboration with 4-H, it is yet to be determined whether the program should be a non-profit with 4-H as a fiscal sponsor and partner or if the program should be a 4-H program. These two options will be evaluated in coming meetings. This Senior Thesis is the creation of the Rural Ready Introduction Page (See Appendix A) and a scripted PowerPoint presentation intended for 4-H (See Appendix B). These materials are critical for next steps in networking to prepare for a pilot program launch.

Trips are planned starting in June to establish working relationships with partners in rural communities. The rural districts and their community members will be engaged with community meetings that include school staff, administrators, and local representatives of the partner

organization. They will decide their desired capacity to host students in dorms or host families.

The partner organization, 4-H, will be asked to provide host family screening and local support to hosts. Recruitment will start with establishing recruitment channels through relationships with school academic advisors, youth centers, outdoor schools, and clubs (especially 4-H clubs).

Interested youth will be given the opportunity to visit the hosting dorms and hosting families to identify the right fit for them and their hosts. These introductions to the rural communities and the hosts will be facilitated with transportation and guidance provided by the program. The program will collaborate with local 4-H county agents, school counselors, and community members to support the students in their experience.

Conclusion:

Renewed by attending the Regards to Rural Conference on May 18th-20th, I continue to find strong support and potential partners for the creation of Rural Ready. I will continue to work towards the creation of this program, in hopes to achieve a societal impact in providing growth opportunities to youth, raising diplomacy across our state's divide, increasing diversity in rural communities, and stabilizing enrollment and funding in small rural schools. I hope to build my knowledge, experience, relationships, and reputation towards my larger goal of founding a national inter-cultural domestic exchange program. This is my vision for my professional life and the impact I hope to have.

Appendix

A: Rural Ready Introduction Page



This High School Student Placement Program recruits, prepares, and places students from urban/metropolitan areas into rural schools with hosting families or hosting boarding houses in partnership with 4-H, the host communities, and public schools.

Vision:

Through long-term immersion in our rural communities, students grow personal strength with foundational skills in rural living and diplomatic leadership.

Goals:

Bridge the rural urban divide with trusting relationships and learning from rural communities.
Provide youth with affordable cross-cultural immersion.
Increase diplomacy between our rural and urban communities.
Support small rural schools through stabilized enrollment and increased student diversity.
Encourage a more balanced migration pattern between rural and urban areas.

Meet the Program Designer:

I grew up in a hosting household with foreign exchange students for over six years. I was always excited to offer my room for it. When I was a teen, I did a more affordable exchange program. I lived with my relatives in a small town in Georgia for my freshman year of high school. Everything was different there: accents, norms, religion, resources, transportation, shopping, expectations, demographics, weather and more! Though I missed my Portland home and the rain, I grew from immersion in the broader American experience. I never regretted it. I want affordable cross-cultural immersion for any youth who is ready to step out of their bubble.

In the Social Innovation and Social Entrepreneurship Certificate Program at Portland State University, I am collaboratively designing this program using human-centered design involving: youth, parents, education service districts, superintendents, principals, teachers, universities and non-profits (thanks to OSU 4-H Extension, East Portland Rotary, Hatch Oregon, Portland State University). Currently establishing partnerships and preparing to launch a pilot program. This program model can lead the way to a national domestic exchange program to bridge cultural divides across our nation.

I'm Deanna Hart. Give me insights and interests, concerns and criticisms at 971-533-4376, deanna@monkeybusinesspdx.com, and <https://www.linkedin.com/in/deanna-hart-34285394/>.

B: PowerPoint Presentation with Speaker Script (1 Slide Per Page) :



Wherever you go, there you are.

I love this phrase. It means a lot to me. I think it started with being the child in a hosting family growing up. We had exchange students in our house most years in year long exchanges. I was always so excited to have the exchange students stay with us. I volunteered my room, moving my dresser to the hallway and sleeping on the couch. It was so worth it to me because I got to know people from different cultures and they were part of our family. Their look at our home, our community, our local resources and sights made it all fresh again to me. Every year we would give them the grand tour of Oregon, though generally just western Oregon, and every time it was fun because we got to see their reactions to it. They brought themselves to our family, sharing their holiday traditions, their insights, their personalities. They were far from their homes. They were growing up and finding themselves. They were a delight. It was exciting and I wanted to be like them.

When I came of age, I applied to be an exchange student. However, we made the mistake of sending the application to our local state representative and not the local exchange program representative. Oops, we ended up missing the deadline once we realized the mistake. Lucky me, we arranged for me to live in Georgia for a year with my Aunt and Uncle and Cousin. It was so different, living in a small Airforce town in middle Georgia. The resources, opportunities, limitations, the household's culture (even though we're related), local etiquette, local dialects, weather, racial demographics, the economy, the role of religion, these things were all different down there. It was also my first year of high school, first time being in public school, first time on a school bus, first time I moved. There was a lot to adapt to and very little familiarity to hang on to. I realized in this experience that I am resilient, brave, and adaptive. It made me stop assuming that our country is just like Portland. It gave me a craving and interest in seeing how different other places are in our country.

That craving and curiosity stayed with me. When I was 24, my boyfriend went to southeast Asia to explore the world. I broke up with him and traveled the U.S. instead. I sold or gave away most all of my things and traveled with all I needed to settle down somewhere. Driving from state to state in my pickup truck, I spent time in the towns and cities to find out what they're like. Each time I was still blown away by the variety of strengths, cultures, and circumstances. I was tempted to settle down in so many places. It was overwhelming, the sense that there is so much variety, so much to explore, so many possibilities, and so little I had known about places before going there in person. After a year, I returned here, enrolled in Portland State University, fell in love with the Business School, and am now about the complete a Bachelors in Business Management and Leadership. Maybe more importantly, I added the Certificate in Social Innovation and Social Entrepreneurship where I am learning to address social problems I care about. Now, I am obsessed with my home state and the relationship between the east and west.

Bridging the URBAN RURAL Divide



Concerned by the polarizing political and cultural issues in our state, wanting to find models that bridge these divides, I was so extremely happy to see there is a program out there that brings our youth into the solution. The 4-H Urban-Rural Exchange brings middle schoolers across the divide on short but immersive trips, staying with host families, living like they do. I saw in the documentary the demand for more, more time to make a deeper impact. I started developing the concept of a high school age program where students can spend a school year immersed in a community completely different from their own, attending their schools, walking in their shoes. I started with interviewing parents of high schoolers in the Portland area and surveying high school students to gauge interest and identify concerns, wants, and needs. The potential was there and the program design started to take shape.

Collaborators in Program Design:

4-H OSU Extension:

2018 Urban-Rural Exchange Participants



Maureen Hosty
Faculty



Courtney Lobo
Ed. Program
Assistant



Steve
Rosenstock
Treasurer



Amy Durby
Wheeler
County Agent

John Biers - David Douglas H.S. Principal

Linda Vancil - David Douglas H.S. Assistant Principal

Charlene Basine - Ron Russell Middle School Principal/East Portland Rotary

Daye Stone - Hidden Valley Principal

Jennifer Boise - Spray School District Admin

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Milton Family (ranchers), Teacia, Terra and Family (exchange hosts/ranchers), Lacy and Family (exchange hosts/ranchers), Lotus, Trillo, and many more unnamed people including church goers, small business and restaurant owners, a teacher, a school counselor, a former dorm parent, children, teens, farmers and ranchers in the communities of Fossil, Spray, and Mitchell. Ryan, Justin, Brian, Lana, Samantha, Alex, Robert, Phyllis, Paul, Kevin, Amy (parent), Bridget (parent), Kath (parent), Ilima (parent), Jessica (parent), Domeka (parent), Emily (parent) from Portland Area.

A great big Thanks for all the collaborators who have fed into the program design.

Several 4-H professionals have been engaging with me, giving me opportunities to get involved, learn about 4-H, and collaboratively design a new program.

Stephen Rosenstock is a longtime executive board member and former vice president in Washington County. I have known for five and a half years. He was the first to tell me how wonderful 4-H is. He invited me into it, insisting that 4-H is a wonderful organization.

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Then there's Maureen Hosty, Faculty in Multnomah County and a founder of the Urban-Rural Exchange. She has given me so much history about the program. She brings me into student and parent orientations, gave me the lovely opportunity to be the tour guide for the rural visitors, and keeps me involved. She is working with me as one of many collaborators in program design and is also working with me in applying for grants to launch a new program.

It has taken these people, from 4-H, School Administrations, Community Members, and Organizations to form the following program design.



I absolutely love volunteering the the exchange. First with playing tour guide for the rural youth, we did an urban hike, covering several miles, seeing deer by OHSU, and riding the bus, streetcar, max, and sky tram to get views and experiences all over central Portland. Again, it reminded me of such fun with the foreign exchange students my family hosted when I was growing up. The rural youth brought that extra excitement and curiosity I love.

Chaperoning to rural Oregon, we got the other side of the experience. Again, the youth met with some nervousness a world different from their own, and had much to brag about from that experience. Pamela Chipman was the other chaperone with me and took this wonderful picture. We had the honor of going to the homes of three ranch families to get to know them more and experience their wonderful hospitality. I had conversations with community members in Wheeler and Grant County including several ranch families, farmers, retirees, a minister, a teacher, a school administrator, a school counselor, school dorm parents in Spray and Mitchell, Mitchell's school dorm founder, and the head of Grant County Education Service District. I learned everything I could from them in those conversations, gaining contacts and historical information, and importantly, I told them about the concept I have been developing. The message I heard across the board is that the concept is important, it's important to their communities. Testing the concept with them, altering and refining it, I have compiled their feedback, their hopes, their fears, their needs and wants to formulate the following.



Growing Leaders Who Bridge Divides.

This High School Student Placement Program recruits, prepares, and places students from urban/metropolitan areas into rural schools with hosting families or hosting boarding houses in partnership with 4-H, the host communities, and public schools.

Vision:

Through long-term immersion in our rural communities, students grow personal strength with foundational diplomatic leadership and life skills.

Goals:

Bridge the rural urban divide by learning from rural communities.

Provide youth with affordable cross-cultural immersion.

Increase diplomacy between our rural and urban communities.

Support funding for threatened rural schools through stabilized enrollment.

Encourage a more balanced migration pattern between rural and urban areas.

Value Proposition:

Access to Rural Living
Student/Host Support
Cultural Competence Growth
Orientations/Debriefings
Host Families/School Dorms
Screenings and Protections
Support Rural School Funds

Risk: Ineffective Screening
Mitigation: Monitoring Outcomes
Risk: Political conflict
Mitigation: Diplomacy

The value proposition here is very similar to that provided in the short-term middle school Urban-Rural Exchange, only here it is unilateral due to the needs and demand as indicated by rural communities, and of course, it is long-term for in depth cross-cultural immersion appropriate for high schoolers.

Key Partners:

4-H County Agents

High Schools

Rural Hosting Communities

School Dorms

Risk: Urban School Disinterest

Mitigation: Active Recruitment

Risk: Overloaded Agents

Mitigation: Supportive System

Key partners include county agents who are crucial in identifying and inviting potential rural hosts. They will need to be supported so as not to be overloaded.

Key Activities:

Urban-Rural Networking
Student Recruitment
Host Recruitment
Screening/In-Home Visits
Transporting Students
Orientations/Debriefings
Event Organizing

Risk: Liabilities
Mitigation: Policies and Insurance

Transporting the student recruits to the rural communities is important, both to the youth and the hosts, in order for them to make informed decisions about their participation and placement in the program. These key activities are ones 4-H has competencies in, long practiced in their foreign exchange programs and the existing Urban-Rural Exchange for middle school students.

Key Resources:

1 Dedicated Staff Person
Transportation
Policies and Procedures
Program Webpage
Event Spaces
Office Use
Promotional Materials

Risk: Mismanagement
Mitigation: Staff Development

I am predicting that only one additional staff would be needed to make this program work, primarily tasked with transporting and introducing interested youth to the rural communities, the dorms, and host families. Other resources are at little cost.

Customer Segments:

Urban High School Students
Host Families
Rural Schools
Rural Communities

Risk: Overgeneralizing
Mitigation: Personal Relationships

While urban youth make the journey, rural communities are also served as customers of the program.

Customer Relationships:

Student Acquisition/Retention
Host Acquisition/Retention
Community Building
Dedicated Personal Service
Co-Creation

Risk: Complaints/Service Failure
Mitigation: Relationship Focus

Dedicated personal service by the program staff and county agents will be used to acquire and retain youth, hosts, and schools as participants and co-creators in the program. These participants have the potential to build communities around the experience, sharing from their experiences and mentoring one another.

Channels:

Program Webpage

Social Media

Events

Fund-Raising

Introductions/In-Home Visits

Risk: Technical Service Failures

Mitigation: Testing and Iterating

Risk: Event Failures

Mitigation: Seeking Advice

These channels are used to build and maintain the customer relationships and the sense of community and support.

Cost Structure:

Startup Costs (Networking Travel, Promotion)
Administrative Costs
Staff/Student Transportation Costs
Insurance Costs
Minor Costs

Risks: Unknown Amounts of Necessary Travel
to Manage Relationships
Mitigations: Free Lodging and Low Cost
Transportation

Travel costs can be minimized, especially with the use of free lodging provided by host communities.

Revenue Streams:

Student Placement Fees of \$500/Term
Student Scholarships
4-H Programing Budget
Grants
Fundraisers

Risks: Budget Shortfalls
Mitigations: Additional Fundraisers and Fee
Increases, Additional Grants

Grants would be a powerful source of funding, especially as the mission of the program is in line with many large funder like the Ford Foundation and many others who are investing in rural America.



Growing Leaders Who Bridge Divides.

Please consider this model as an opportunity to further the mission of 4-H, providing experiences where young people learn by doing.

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Culture shock has three phases: the honeymoon, the rejection, and the recovery.

Symptoms are frustration, irritability, depression, and feeling lost. The severity depends on the length of time, comfort with ambiguity, prior experience, and expectations.

Recommends keeping a journal, connecting with locals, having a cohort without becoming a clique, and athletic or other group participation. This is useful for know for preparing students and hosts to support their students during their orientations.

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In case the exchange becomes a partner or part of 4-H, I researched it's business entity type. 4-H is a council of several not-for-profit corporations providing the youth education program for many Land-Grant Universities across the U.S. These corporations combine their financial statements, consolidating them, eliminating all inter-organizational balances. Each of the corporations serves another function for the others, increasing investment or participations, managing operations, providing legal services, etc. Funding comes largely from county and state and federal government and universities.

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http://www.osba.org/News-Center/Announcements/2017-06-14_Dorms-Pt1.aspx].

5 rural schools have boarding houses to house foreign exchange students who are

recruited for the sake of increasing diversity and funding for the schools. This is

important because public schools are funded on a per student enrollment basis and these

schools struggle to stay open with their low enrollment numbers. This system of

recruiting foreign exchange students is threatened by legislation which could end or limit

the funding for foreign exchange students.

Friedrichs, D., Educational Resources Information Center, & Michigan Association of Secondary

School Principals, Ann Arbor. (1967). *Student exchange handbook*. S.l.]: Distributed by ERIC Clearinghouse.

Gerbing, D. (2013). *R data analysis without programming*. New York, NY: Routledge.

Any data analysis will be conducted using R and LessR. This may come in if access to 4-H survey data becomes available and necessary.

Greenhut, Herbert. "The Elida Connection." *Social Education*, vol. 54, no. 5, Sept. 1990, pp. 302–304. Herbert Greenhut details the experience and steps of organizing and implementing an exchange between his class of Manhattan middle school students and one in a rural town of Ohio, Elida, back in 1990. Giving many examples, he emphasizes the valuable impact of domestic exchanges. He proposes that more exchanges be centrally supported by a clearinghouse and suggests the partnerships and key activities to do so. This article shows how teachers can make these exchanges happen, making schools the central organizing body for exchanges, and calling for centralized resources to assist schools in doing so.

"Jackson County School District 9." *Jackson County School District 9 - Eagle Point*, www.eaglepnt.k12.or.us/vnews/display.v/SEC/Community%7CEagle%20Point.

Jahn, Ed. "Oregon Field Guide Revisits Crossing The Urban-Rural Divide." *Oregon Public Broadcasting*, www.opb.org/television/programs/ofg/segment/oregon-field-guide-revisits-crossing-the-urban-rural-divide/.

“Languages in Heppner, Oregon (City)” (n.d.), *Languages in Heppner, Oregon (City) - Statistical*

Atlas, (accessed February 14, 2018), [available at
<https://statisticalatlas.com/place/Oregon/Heppner/Languages>].

“menuSite Navigation School Directory” (n.d.), *Oregon Department of Education : School Directory : About Us : State of Oregon*, (accessed March 1, 2018), [available at
<http://www.oregon.gov/ode/about-us/Pages/School-Directory.aspx>].

“Methods.” *Design Kit*, www.designkit.org/methods.

This site offers a wide range of human-centered design research methods. While unstructured interviews will be the main method for this research, the other methods may come in when interviewing is insufficient.

“Mitchell Dorm” (2013), *YouTube*, YouTube, (accessed May 1, 2018), [available at
<https://www.youtube.com/watch?v=fwxWKkBfT4Y>].

OPB Oct. 8, 2009 1:30 p.m. | Updated: Sept. 21, 2015 1:41 p.m. “Portland Students Study Abroad In Oregon's Rural Grant County.” *Oregon Public Broadcasting*,
www.opb.org/television/programs/ofg/segment/crossing-the-urban-rural-divide/.

This OPB program tells the story of how the 4-H Rural Urban Exchange program came to be. It has testimonials from ranchers and participating middle school students.

Ranchers testify to their plight in the rural urban divide: lack of political representation, being completely misunderstood by urbanites who are brainwashed in their schools to be environmentalist, seeing urbanites as a bunch of liberal tofu eating environmentalists who

don't know which end to feed a horse who might try to spy on the ranchers to collect evidence to support their environmentalist agenda. Despite these fears, a 4-H coordinator was able to find hosting ranchers. The whole exchange was motivated by ranchers who wanted to mitigate the rural urban divide and gain respect by having youth walk in their boots. Urban youth were nervous to have to trust the ranchers to take care of them since they had no prior introduction. The youth proved themselves to be polite and ready to participate in ranching life, even in activities that grown men would be nervous about. The youth were surprised by many aspects of rancher life, like the prevalence of cowboy hats and women ranchers. The urban teacher who went said she had more culture shock going to rural Oregon than she had traveling around the world. Includes info and testimonials about the symptoms of "the demise of rural America": 20% unemployment, losing schools, losing mills with their jobs, etc. There's a contrast of middle schools: recycling, class sizes, class activities. The work of rural life kept them busy enough that they didn't talk about their differences. The debriefing was in a group and they talked about what they learned from the experience. They all learned that it is important to reach out and get to know each other to grow respect and understanding, even if they disagree.

Pilloton, Emily. "Teaching Design for Change." *Emily Pilloton: Teaching Design for*

Change | *TED Talk*, www.ted.com/talks/emily_pilloton_teaching_design_for_change.

This TED Talk gives an introduction to the troubles facing rural communities in the U.S. due to unilateral urban migration and lack of resources. She explains the symptoms of "the demise of rural America".

“Resources.” *Design Kit*, www.designkit.org/resources/1.

Starr, Kevin (2016), “Three Buckets of Money (SSIR),” *Stanford Social Innovation Review*,
(accessed February 19, 2018), [available at
https://ssir.org/articles/entry/three_buckets_of_money].

The author gives advice to social entrepreneurs, investors, and philanthropists to the goal of having high impact ventures make it all the way to financial sustainability in less time and with better support. He classifies money into three categories, free grant money for nonprofits (almost exclusively), maybe (optimistic/philanthropic/high risk) investment money, and real investment money (provided by investors who expect a return on investment and are less philanthropic about it). He warns to only use a for-profit model from the point that a viable path for financial sustainability is plotted. Using a non-profit model to attract grant money for the initial development can lead to spin-off for-profits once financial sustainability is attainable. This is when the model becomes scalable, once the model is using "real money".

Scott, Judy. “Welcome to My World.” *Oregon's Agricultural Progress Online*, Extension & Experiment Station Communications, 27 Aug. 2015,
oregonprogress.oregonstate.edu/summer-2010/welcome-my-world.

“School District Demographic Trends” (n.d.), .. *navigate to sections & topics of interest*,
(accessed February 15, 2018), [available at <http://proximityone.com/sdtrends.htm>].

“Schools 2012-13 Urban/Rural Status” (n.d.), *Click for info*, (accessed February 15, 2018),
[available at <http://proximityone.com/sch1213ua.htm>].

Student Exchange. (1960). *Nature*, 185(4710), 355-355.

“Ten Nonprofit Funding Models (SSIR)” (n.d.), *Stanford Social Innovation Review*, (accessed March 13, 2018), [available at https://ssir.org/articles/entry/ten_nonprofit_funding_models].

Hibbard, Michael (2011), *Toward one Oregon: rural-urban interdependence and the evolution of a state*, Corvallis: Oregon State University Press.

Wofle, D. (1966). Student exchange. *Science (New York, N.Y.)*, 152(3728), 1461.